

**Released Multiple Choice Items  
Grade 4 Reading and Math**

**2004 Montana Criterion-Referenced Test**

## **General Directions**

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. Do not write in this test booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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# Reading

## Session 1

**This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.**

*In this Alaskan folktale, Raven learns an important lesson. Read the folktale, and then answer the questions that follow.*

### Why Raven Stays for the Winter

AN ALASKAN FOLKTALE

Retold by Diana C. Conway

*WINTER IN ALASKA is a time of few birds. Yet you can always spot Raven, black as a chunk of burnt firewood, hopping about in the snow. Why doesn't Raven leave for the winter as the ducks, geese, and songbirds do? This is what the old ones told me when I was a child.*

**I**N THE MONTH of yellow leaves, many birds gathered at Coho Marsh to eat their fill before the long journey south.

Raven flew out of the forest and circled over the marsh. Aha! What was this he saw? A noisy party in progress, and nobody had invited him. He cocked his head first left, then right, checking out the company. Duck, duck, goose: pintails, mallards, widgeons, teals, and great flocks of Canada geese.

All these birds and more waited at Coho Marsh for the north wind to come and carry them away. They ate as they waited and gabbled\* as they ate.

"What fun!" said Raven.

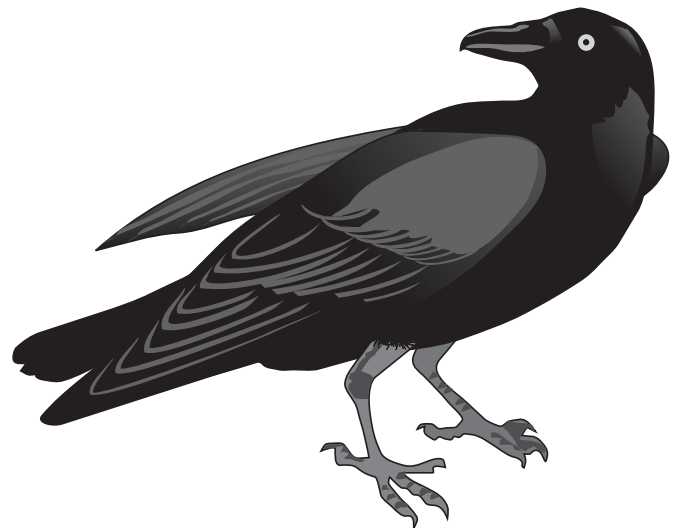
He tucked in his wings and tumbled down on a clump of marsh grass. Nearby, Pintail fed on underwater roots.

"What's up, Pintail?" croaked Raven.

What was up was Pintail's tail, straight up in the air, but her head was down in the water. She couldn't hear a word Raven said, so of course she didn't answer.

"Well, if that's how you feel . . .," said Raven.

He shrugged his wings and took four hops to the side.



\*gabble: to talk quickly



“Teal,” he croaked, “what’s new?”

What was new was Teal’s feathered parka, all snazzy red and green. He was so busy admiring himself in the water that he didn’t bother to answer.

“Well, if that’s how you feel . . .,” said Raven.

He flapped his wings and landed with a great splash in the mud next to a long-necked Canada goose.

“What’s happening, Goose?” he croaked.

“Flying south, flying south,” said Goose.

“Are we?” said Raven. “Oh, goody. I just love to travel.”

“Not you, Raven,” said Canada Goose.

“It’s too long a journey for you.”

“Ha!” answered Raven. “I’m twice the flier you are. If *you’re* flying south, *I’m* flying south.”

Just then the north wind began to blow. The birds stood up on tiptoe and stretched their wings far out to each side. One by one they took off into the sky—pintails, mallards, widgeons, teals, and great flocks of Canada geese. Oh yes, and one shiny black raven.

“Look at me!” croaked Raven to Goose.

“I can fly circles around you.” And so he did. He raced ahead, turned back, and looped around again and again.

“Slow down,” said Goose. “We have a long way to go.”

“Slow down?” said Raven. “Not me.

22 Why, I’m only just beginning.” He turned somersaults in the air. “Can you do this, Goose?” he taunted.

Goose didn’t answer. She flapped her wings steadily up and down and saved her breath for flying.

Raven flew halfway to the sun, then dived like a spear toward the ground. “How about this, Goose?”

Still Goose didn’t answer. She just flapped her wings and flew on.

“Don’t you know how to have fun?” said Raven as he did a perfect roll from front to back and right side up again.

But Goose just kept flying steadily south all day long.

In the month of yellow leaves, the days are already short. As the sun went to bed and the moon awoke, Raven flew up beside Goose. He gasped for air between words.

“Isn’t—it—time—to—rest?” he asked.

“Rest?” said Goose. “Go fly some circles, Raven. Dive to earth; roll on your back.”

Raven huffed and puffed. “But it’s night! Only owls fly at night.”

“There’s a fine moon to light our way,” said Goose. “And excuse me, but it’s my turn to lead.” Off she flew to the head of the flock, leaving Raven behind.

He tried to keep up with her, but his wings grew heavier with each beat. At last he settled to earth and watched the others disappear across the moon—pintails and mallards, widgeons and teals, and great flocks of Canada geese.

That is why, when the flyaway birds have long since left for warmer places, you’ll still see Raven hopping in the snow. “What’s up? What’s new? What’s happening?” he croaks, just to keep his voice ready for when his friends come home.

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**Mark your answers to questions 1 through 5 in the section marked “Reading—Session 1” in your Student Response Booklet.**

ID:176297 Why Raven Stays B

1. At the beginning of the story, what were the ducks and geese doing?
- A. hiding from Raven
  - B. getting ready to fly south
  - C. admiring the way they look
  - D. waiting for spring to arrive

ID:176354 Why Raven Stays B

2. In the beginning of the story, Raven approached the other birds because
- A. they offered to share their food.
  - B. he was interested in what they were doing.
  - C. they invited him to join their gathering.
  - D. he wanted to show them how well he could fly.

ID:176356 Why Raven Stays D

3. The word taunted in paragraph 22 means the same as
- A. flew.
  - B. saw.
  - C. turned.
  - D. teased.

ID:176300 Why Raven Stays A

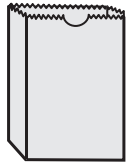
4. In paragraph 33, Raven’s wings “grew heavier with each beat” because he
- A. was starting to get tired.
  - B. wanted to fly in front.
  - C. was afraid to fly very far.
  - D. felt full from eating too much.

ID:176302 Why Raven Stays D

5. In this folktale, Raven MOST LIKELY learned to
- A. stay out of cold weather.
  - B. be more prepared.
  - C. get along with others.
  - D. not show off.



Protecting planet Earth takes many people, all doing their part. Read this article about an easy way to help, and then answer the questions that follow.



### What on Earth Is the Earth Day Groceries Project?

The Earth Day Groceries Project is an easy, cost-free, environmental awareness project that teams up youth and grocers to protect our planet. The project is managed online by Mark Ahlness, a third-grade teacher at Arbor Heights Elementary School in Seattle, Washington, and you may have read about it in *Weekly Reader* or *Science & Children* magazine. To participate, follow the instructions below.

## 4 Simple Steps



### 1. Borrow Paper Bags.

Contact the manager of a local grocery store and explain that you want to take action to promote reuse and recycling in your community. Ask to borrow enough paper grocery bags so that each student can decorate at least one.



## **2. Decorate Paper Grocery Bags.**

Students decorate the paper bags with colorful environmental messages, such as pictures of the Earth or a favorite natural resource.

## **3. Deliver Paper Grocery Bags.**

Return the decorated bags to the grocery store. On Earth Day, April 22 of each year, customers receive their groceries—and the message that kids care about our environment—in the decorated bags.

## **4. Report Participation on the Web.**

Submit a brief report telling how many bags your school or club decorated, along with the name of the grocery store that provided the bags. Document your school's commitment to the environment, and join the online community of thousands of schools worldwide who are doing their part to improve our environment.

**Check it out!**

**[www.earthdaybags.org](http://www.earthdaybags.org)**

## **You've Made a Difference!**

Thanks to thousands of environmentally minded students, teachers, and youth groups, the project is growing bigger every year. In 1999, students at more than 1,200 schools decorated nearly 400,000 bags. Each decorated bag is a reminder that kids care about and are doing their part to protect our planet.



**Mark your answers to questions 6 through 10 in the section marked "Reading—Session 1" in your Student Response Booklet.**

ID:176283 Earth Day Groce C

6. Which statement about the Earth Day Groceries Project is TRUE?
- A. It is managed by a paper bag company.
  - B. The decorating must be done at school.
  - C. It encourages caring for the environment.
  - D. The project is mostly for parents.

ID:176278 Earth Day Groce B

7. For this project, students should get the paper bags from
- A. their local recycling center.
  - B. the grocery store.
  - C. the people who run the project.
  - D. their homes.

ID:176287 Earth Day Groce A

8. What is the NEXT step after delivering the grocery bags?
- A. Report what your school or club did.
  - B. Call a grocery store manager.
  - C. Bring the decorated bags to a store.
  - D. Hand the bags out to customers.

ID:192348 Earth Day Groce D

9. The author arranged the information in this article by writing
- A. which steps are the most important.
  - B. how each step is different.
  - C. what will happen because of the step before.
  - D. the steps in the order in which they should happen.

ID:176277 Earth Day Groce C

10. What is the MAIN purpose of the Earth Day Groceries Project?
- A. It allows schoolchildren to learn new art skills.
  - B. It gives students a chance to work with grocery store customers.
  - C. It shows people how important it is to keep the environment clean.
  - D. It gives schools the chance to take part in a magazine survey.





*Courtney lives with her mother and Granddad on the family ranch. Read the story about Courtney, and then answer the questions that follow.*

## **The Top of the Tree**

*by Sally Lyons*

An enormous tree stood at the top of a small rise. It was old, with wiggly branches that looked like an old man's outstretched hand. It was wonderful for climbing. The trunk was split just high enough to make climbing a challenge. The tree was in the field on Courtney's grandfather's ranch. Most of the land around it was pasture grown for the black and white cattle that wandered over the land that would someday belong to Courtney.

The old tree was the only big tree around. Courtney loved to climb the tree. She could see for miles—all the way into town. She could see the park and the grocery store. Courtney liked looking toward town. She would climb as high as she dared and watch for hours. She didn't get to go to town as much as she wanted. At the ranch there was always some chore that needed to be done. The ranch was like an island separated from the rest of the world.

3 Courtney and her mother had come to live with Granddad about three years ago. It was a big adjustment being on the ranch. There was plenty to do, but Courtney had liked living in a city with lots of entertainment. She loved being with Granddad, but she missed her old friends, too. Courtney was not sure that she wanted to have this ranch someday. She felt that it was a lot of work. She thought about all of this while she stole a few minutes here and there away from her chores to climb the oak.

One day when Courtney was up in the tree, she heard a twig snap below her. Looking down, she saw Granddad climbing the tree.

"Hello, Courtney," Granddad said as he reached that first split in the tree. "What are you doing up here?"

"Granddad, is it okay for you to be climbing trees?" asked Courtney.

"I've been climbing this tree my whole life. What are you looking at from up here?" Granddad asked as he sat down on the big branch next to his granddaughter.

"Just the town," Courtney replied sadly.

"You know, when I was a boy I used to sit up here and look at the town, too. Only I looked at it from up there." Granddad pointed to a branch about ten feet above their heads.

"Wow!" Courtney exclaimed. "That's high. How did you get up there, Granddad?"

"I'll show you," answered Granddad. Courtney watched as her grandfather climbed up much like walking up stairs. Courtney had never seen this way to the top. It always seemed like she was as high as she could go. She pushed herself up and followed. Courtney sat down next to Granddad. From this spot she could see more than the park and grocery store. The view was wonderful.

"When I was your age I would sit up here and dream about the places that I would visit. I never wanted to raise cattle with my dad. I wanted to see the world," said Granddad.



Courtney listened as Granddad continued. “I got my chance. Dad knew that I was restless, so he sent me to college. I was able to travel, too. But, you know, I missed this place more than I ever dreamed. So I came back. It was the best decision I ever made.”

Courtney stared in wonder at her grandfather. It was hard to believe that Granddad thought like she did or that he had ever left the ranch.

“Wow! I would never have thought that you did all that,” Courtney commented.

“I know that moving out here has not been easy. I just want you to know that when the time comes, you can do whatever you want. I hope you will take the ranch, but if you want something else, that’s okay. I will be proud of you whatever you do,” said Granddad.

Courtney hugged her grandfather. She felt as if a weight had been lifted off her shoulders. “I love you, Granddad. How did you know what I was feeling?” Courtney asked. **17**

“You’re a lot like me, Courtney. I’m so glad that you and your mother are here. I love you, too,” answered Granddad.

Courtney looked at the view once more. Being able to see so much farther made her heart soar.

“Courtney,” Granddad said, “let’s get your mother, go to town, get something to eat, and see a movie.”

Courtney looked at her grandfather. “That sounds great. Let’s go.”

The two climbed down and started back to the house. Behind them, the oak tree watched them walk arm in arm as they made their way to the house.

**Mark your answers to questions 11 through 21 in the section marked “Reading—Session 1” in your Student Response Booklet.**

ID:176234 The Top of the C

11. The purpose of the first paragraph of this story is to
- A. give details about the characters.
  - B. explain the history of the ranch.
  - C. tell about the setting for the story.
  - D. explain what will happen in the story.

ID:184495 The Top of the B

12. The first paragraph says, “An enormous tree stood at the top of a small rise.” In this sentence, the word rise means
- A. to lift up.
  - B. a hill.
  - C. to awaken.
  - D. a field.



ID:181028 The Top of the C

13. Paragraph 3 says, "It was a big adjustment being on the ranch." The word adjustment means
- A. place.
  - B. chore.
  - C. change.
  - D. decision.

ID:176225 The Top of the A

14. In the story, Courtney is MOSTLY worried that
- A. she will someday be unhappy owning the ranch.
  - B. her grandfather may get hurt while climbing the tree.
  - C. she will never again see her friends from the city.
  - D. her mother does not spend time with her at the ranch.

ID:176239 The Top of the B

15. How does Granddad climb the tree?
- A. with some fear
  - B. easily and quickly
  - C. slowly and carefully
  - D. with help from Courtney

ID:176231 The Top of the B

16. In paragraph 17, the author wrote, "She felt as if a weight had been lifted off her shoulders." This means that Courtney is
- A. glad that she will never be offered the ranch.
  - B. pleased that Granddad understands how she feels.
  - C. excited about going into town to watch a movie.
  - D. amazed that Granddad used to climb higher than she.

ID:176233 The Top of the A

17. At the end of the story, Courtney will probably
- A. worry less about owning the ranch.
  - B. try to stay out of the tree.
  - C. move back to the city with her mother.
  - D. spend more time doing chores.

ID:176230 The Top of the A

18. Which sentence from the story states an OPINION?
- A. "It was wonderful for climbing."
  - B. "Dad knew that I was restless, so he sent me to college."
  - C. "Courtney looked at the view once more."
  - D. "The two climbed down and started back to the house."



ID:176228 The Top of the D

19. Which statement from the story makes the tree seem human?
- A. “The trunk was split just high enough to make climbing a challenge.”
  - B. “The tree was in the field on Courtney’s grandfather’s ranch.”
  - C. “The old tree was the only big tree around.”
  - D. “Behind them, the oak tree watched them walk arm in arm as they made their way to the house.”

ID:181078 The Top of the A

20. The author of this story MOST LIKELY wants the reader to
- A. learn that some life decisions can be difficult.
  - B. understand why living in the country can be nice.
  - C. know why some people need to move in with relatives.
  - D. understand that grandparents can become good friends.

ID:181081 The Top of the B

21. A story such as “The Top of the Tree” MOST LIKELY belongs in which part of a library?
- A. with plays
  - B. with fiction
  - C. with nonfiction
  - D. with biographies

**Write your answer to question 22 in the space provided for it in your Student Response Booklet.**

ID:176247 The Top of the

22. Someday Courtney will own the ranch. Tell if you think Courtney will keep the ranch or if she will sell it. Give at least THREE details from the story to explain your answer.

# Reading

## Session 2

**This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.**

*Buffalo have always been important to the Crow Indians. Read Buffalo Days, and then answer the questions that follow.*

### Buffalo Days

*by Diane Hoyt-Goldsmith*

When the first horses came to the Crow in about 1730, they dramatically changed the Indians' way of life. According to one legend, a Crow war party traveled as far south as Great Salt Lake and returned with creatures unlike anything the Crow had ever seen before. Horses on the plains were the descendants of those left behind by the Spanish explorer, Coronado. They soon proved to be very useful. Horses helped the Crow to get from place to place quickly and easily. Horses made it possible for the Crow to move their camps, following the buffalo herds as they migrated across the plains.

The Crow became excellent riders and hunters. Buffalo hunters learned to ride at a gallop and shoot a bow and arrow at the same time. Soon the buffalo became the most important animal for the Crow, as well as for the other tribes who lived on the plains.

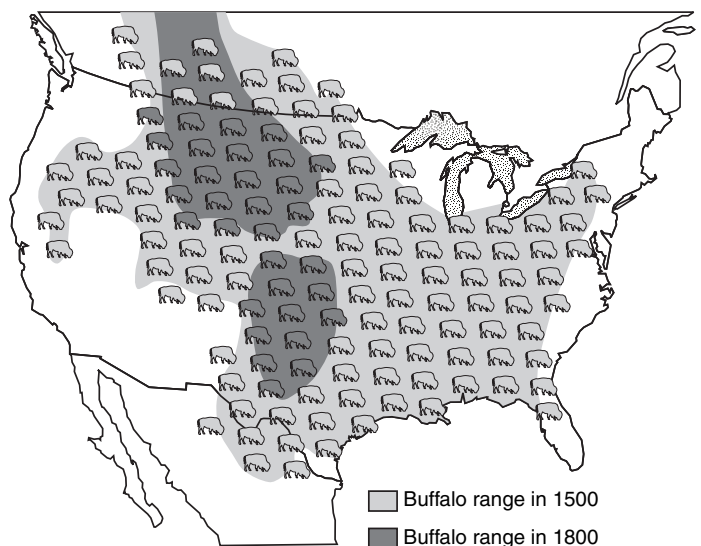
The buffalo provided many things that the Crow needed. The Crow ate the meat and used the hides to make their tipis, storage containers, and clothing. They wove or braided buffalo hair to make ropes. They shaped the bones into utensils for eating, scrapers, and other tools. The Crow used nearly every part of the buffalo.

With the buffalo came a new way of life that the Crow call the Buffalo Days.

When there were plenty of buffalo in Crow country, life was good for the Indians. The buffalo helped the Crow tribe grow strong and prosper.

However, the Buffalo Days did not last. When settlers came to the land of the Crow, they began slaughtering buffalo to make way for their herds of cattle and for the railroads that were being built across the plains. The settlers' new way of life brought fenced ranches for cattle and ownership of land. The

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free-ranging days of the buffalo on the plains were soon over.

In just a little more than a hundred years, 60 million wild buffalo were hunted until they became almost extinct. In Crow country, the

last buffalo were killed in 1884. Ten years later, the U.S. Congress finally passed a law that stopped buffalo hunting for good. By then, the only buffalo left were in city zoos, privately owned herds, or national parks.

**Mark your answers to questions 23 through 27 in the section marked “Reading—Session 2” in your Student Response Booklet.**

ID:171026 Buffalo Days C

23. Paragraph 5 says that the settlers began slaughtering buffalo. After reading both paragraphs 5 and 6, the reader can tell that slaughtering means

- A. hunting buffalo for food.
- B. chasing buffalo away.
- C. destroying buffalo.
- D. putting buffalo in pens.

ID:171027 Buffalo Days A

24. The MAIN purpose of the map is to show that

- A. the numbers of buffalo became fewer.
- B. buffalo could be found all around the continent.
- C. buffalo were an important part of American history.
- D. different types of buffalo lived in different places.



ID:171028 Buffalo Days C

25. Which sentence about the Buffalo Days is true?

- A. The Buffalo Days lasted for most of the Crow's history.
- B. The Buffalo Days were a difficult time for the Crow.
- C. The settlers' slaughtering of the buffalo ended the Buffalo Days for the Crow.
- D. The Crow's own hunting of the buffalo on the plains ended the Buffalo Days.

ID:171030 Buffalo Days D

26. What is the author's MAIN purpose for writing this article?

- A. to describe life on the Crow Indian Reservation
- B. to explain the importance of horses on the reservation
- C. to teach a lesson about Montana history
- D. to show how buffalo were important to the Crow

ID:171029 Buffalo Days B

27. Which word from the article contains a prefix that means "not"?

- A. returned
- B. unlike
- C. anything
- D. provided



*This is part of a true story about Wilma Rudolph, who grew up to become a famous runner. Read this story about Wilma's childhood, and then answer the questions that follow.*

## **Wilma Unlimited**

*by Kathleen Krull*

No one expected such a tiny girl to have a first birthday. In Clarksville, Tennessee, in 1940, life for a baby who weighed just over four pounds at birth was sure to be limited.

But most babies didn't have nineteen older brothers and sisters to watch over them. Most babies didn't have a mother who knew home remedies and a father who worked several jobs.

Most babies weren't Wilma Rudolph.

Wilma did celebrate her first birthday, and everyone noticed that as soon as this girl could walk, she ran or jumped instead.

She worried people, though—she was always so small and sickly. If a brother or sister had a cold, she got double pneumonia. If one of them had measles, Wilma got measles, too, plus mumps and chicken pox.

Her mother always nursed her at home. Doctors were a luxury for the Rudolph family, and anyway, only one doctor in Clarksville would treat black people.

Just before Wilma turned five, she got sicker than ever. Her sisters and brothers heaped all the family's blankets on her, trying to keep her warm.

During that sickness, Wilma's left leg twisted inward, and she couldn't move it back. Not even Wilma's mother knew what was wrong.

The doctor came to see her then. Besides scarlet fever, he said, Wilma had also been

stricken with polio. In those days, most children who got polio either died or were permanently crippled. There was no cure.

The news spread around Clarksville. Wilma, that lively girl, would never walk again.

But Wilma kept moving any way she could. By hopping on one foot, she could get herself around the house, to the outhouse in the backyard, and even, on Sundays, to church.

Wilma's mother urged her on. Mrs. Rudolph had plenty to do—cooking, cleaning, sewing patterned flour sacks into clothes for her children, now twenty-two in all. Yet twice every week, she and Wilma took the bus to the nearest hospital that would treat black patients, some fifty miles away in Nashville. They rode together in the back, the only place blacks were allowed to sit.

Doctors and nurses at the hospital helped Wilma do exercises to make her paralyzed leg stronger. At home, Wilma practiced them constantly, even when it hurt.

To Wilma, what hurt most was that the local school wouldn't let her attend because she couldn't walk. . . .

Wilma worked so hard at her exercises that the doctors decided she was ready for a heavy steel brace. With the brace supporting her leg, she didn't have to hop anymore. School was possible at last.





But it wasn't the happy place she had imagined. Her classmates made fun of her brace. During playground games she could only sit on the sidelines, twitchy with impatience. . . .

Wilma fought the sadness by doing more leg exercises. Her family always cheered her on, and Wilma did everything she could to keep them from worrying about her. At times her leg really did seem to be getting stronger. Other times it just hurt.

One Sunday, on her way to church, Wilma felt especially good. . . .

She hung back while people filled the old building. Standing alone, the sound of hymns coloring the air, she unbuckled her heavy brace and set it by the church's front door. Taking a

deep breath, she moved one foot in front of the other, her knees trembling violently. She took her mind off her knees by concentrating on taking another breath, and then another.

Whispers rippled throughout the gathering: Wilma Rudolph was *walking*. Row by row, heads turned toward her as she walked alone down the aisle. Her large family, all her family's friends, everyone from school—each person stared wide-eyed. The singing never stopped; it seemed to burst right through the walls and into the trees. Finally, Wilma reached a seat in the front and began singing too, her smile triumphant.

Wilma practiced walking as often as she could after that, and when she was twelve years old, she was able to take off the brace for good.

**Mark your answers to questions 28 through 32 in the section marked "Reading—Session 2" in your Student Response Booklet.**

ID:170966 Wilma Unlimited D

28. Why was Wilma unable to walk?

- A. She was born that way.
- B. She was too small and weak.
- C. She could not get medical treatment.
- D. She caught a terrible disease.

ID:170968 Wilma Unlimited B

29. How was Wilma's experience in school different from her experience in church?

- A. Wilma was encouraged to try things in school but not in church.
- B. Wilma was teased about her brace in school but not in church.
- C. Wilma was more shy among people at church than among people at school.
- D. Wilma was mostly a stranger to people at church but not to people at school.



ID:170969 Wilma Unlimited A

30. How did Wilma MOST LIKELY feel at the end of the story?

- A. proud
- B. disappointed
- C. surprised
- D. angry

ID:170962 Wilma Unlimited A

31. Which statement from the story is an OPINION?

- A. "Life for a baby who weighed just over four pounds at birth was sure to be limited."
- B. "Just before Wilma turned five, she got sicker than ever."
- C. "Wilma worked so hard at her exercises that the doctors decided she was ready for a heavy steel brace."
- D. "Taking a deep breath, she moved one foot in front of the other, her knees trembling violently."

ID:191254 Wilma Unlimited D

32. The MAIN purpose of this story is to

- A. tell how Wilma learned to be a runner.
- B. explain what a dangerous disease polio used to be.
- C. show how important families are.
- D. describe how Wilma overcame early troubles.



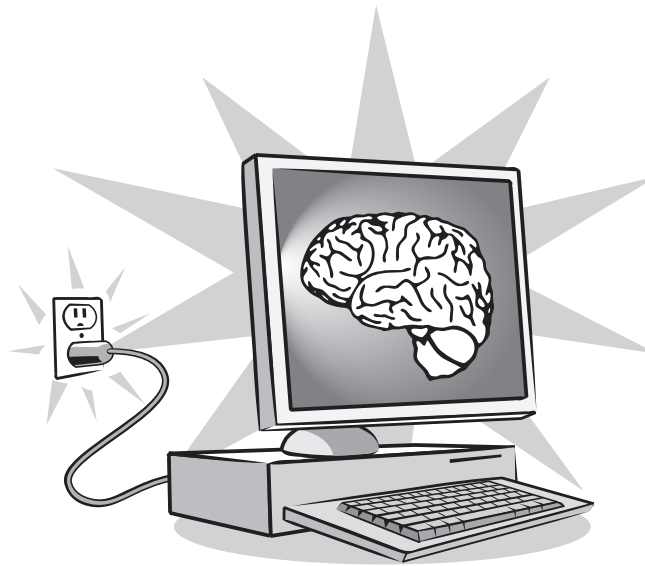
# Reading

## Session 3

**This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.**

*The human brain has a lot in common with a computer. Read this article, and then answer the questions that follow.*

### **The Amazing Computer in Your Head** *by Eric Dombrowik*



What has many working parts and helps people do their work? If you guessed a computer, you are right. And, if you guessed your brain, you are also right! The human brain and a computer are alike in many ways. And, in many ways, they are different. Let's look at how your brain and a computer compare to each other.

#### **Good Health for Your Brain!**

Your brain and a computer both need energy to work. A computer gets its energy from electricity. A computer will run as long as it has the electricity it needs. When you unplug the computer's cord or turn off the power switch, it will shut down. Your brain

is different, however. It stays running all the time. Because of this, it needs a good source of energy. Your brain gets energy from healthy foods. Glucose (a kind of sugar) and vitamins and minerals are important fuel for your brain. Because of this, eating healthy food is an excellent way to have a healthy brain. Oxygen in the air we breathe is important to a healthy brain too; sports and exercise will give your body oxygen. So get lots of exercise—it will keep your brain in top working condition.

Writing, reading, making puzzles, playing music, and doing math are also great ways to make your brain work harder and help it grow.



## Memory

Memory is important. A computer should be able to store lots of information to use later. All you should have to do is double-click on a file and the information you need will appear.

- 4 Your brain works in almost the same way. Your brain's memory helps you remember things like your name and your friend's phone number. It also helps you remember not to touch a hot stove burner.

Of course, where there is remembering, there is forgetting. A computer can "forget" if you don't save your work. Your brain can forget things too, like a birthday or where you might have put something. This is normal, because you can't remember everything from each day of your life. You might forget about a place you've been until you visit the place later and say to yourself, "Hey, I've been here before." Your brain stores memories away for when you need them.

## No Software Needed

What happens if you want to add a new game to your computer? You buy software and install it. Your brain doesn't need software. Instead, as you learn new things, your brain makes room for the new learning. And it does that without your having to do anything except to learn. So get out there and learn all you can! It may take time to learn new skills like skateboarding or playing a musical instrument. Regular practice will add this "new program" to your brain, so don't give up.

6

## Feelings

Finally, one last thing to "keep in mind" when comparing your brain to a computer: feelings. As wonderful as computers can be, they cannot feel emotions. A computer cannot laugh, cry, or dream. Only people can do that. Our brains are what make us human.

**Mark your answers to questions 46 through 50 in the section marked "Reading—Session 3" in your Student Response Booklet.**

ID:182256 The Amazing Com B

46. According to the article, you give your brain the MOST oxygen when you
- A. sleep.
  - B. exercise.
  - C. make puzzles.
  - D. eat healthy foods.

ID:181023 The Amazing Com B

47. According to paragraph 4, memory can help a person
- A. get enough oxygen to keep the brain running.
  - B. keep away from a dangerous situation.
  - C. remember every thought from each day.
  - D. remember to visit interesting places.



ID:184506 The Amazing Com C

48. Paragraph 6 says that you can “buy software and install it.” The OPPOSITE of install is

- A. add.
- B. use.
- C. remove.
- D. purchase.

ID:176274 The Amazing Com A

49. Under which heading can the reader find information about foods?

- A. “Good Health for Your Brain!”
- B. “Memory”
- C. “No Software Needed”
- D. “Feelings”

ID:181025 The Amazing Com D

50. Which source is likely to have the MOST information about the human brain?

- A. a book about healthy food
- B. a computer magazine
- C. a Web page about exercise
- D. a video about human memory



In this Indian folktale, the turtle makes a big mistake. Read the folktale, and then answer the questions that follow.

## The Talkative Turtle

by Heather Forest

*A wisdom  
tale from  
ancient India*

Long ago in India, there lived a turtle who was always talking. His endless chatter annoyed the creatures who shared the pond, and they

avoided him. He spent his days mumbling to himself as he climbed in and out of the water.

One day, two visiting geese landed along the shore. The turtle admired their sleek feathers, and spent many hours praising their beauty. At last, to avoid the turtle's ceaseless chatter, the geese prepared to fly off to another pond. "Take me with you!" cried the turtle. "I am lonely here, and you are fine company."

"How can we do such a thing?" asked the birds. "You cannot fly."

"Nothing is impossible," said the turtle. "I will think of a plan."

To the amusement of the geese, the turtle said, "It is quite simple. First, let us find a long, strong stick. Each of you can hold one end of it in your beak. I will then bite hard in the middle. When you fly up together, I will cling to the center of the stick with my strong mouth. That way you can carry me over the trees."

The geese replied, "What a ridiculous idea! You could fall to your death!"

The turtle protested, "I will not fall. My mouth is strong. I will hold on tightly."

"Your mouth is strong from endless talking," squawked the geese. "You will be safe only if you can keep your mouth shut."

Indignantly, the turtle replied, "You think that I cannot keep quiet, but I can. I know when to be silent and when to speak. Admit it. My idea is excellent. Let me try my invention and fly with you."

"Very well," said the geese. "But we cannot guarantee your safety on this journey."

"Then go and get the stick," ordered the turtle. "You'll see how quiet I can be when silence is important."

The geese flew off and returned with a long, strong stick. They both took an end in their beaks. The turtle clamped his mouth onto the middle. As the geese beat their wings and flew into the air, the dangling turtle went up too.

Soaring high above the trees, they were a vision to behold. Some children at play looked up and noticed the strange trio. "Look! Look!" cried one child. "Two geese are carrying a turtle on a stick!"

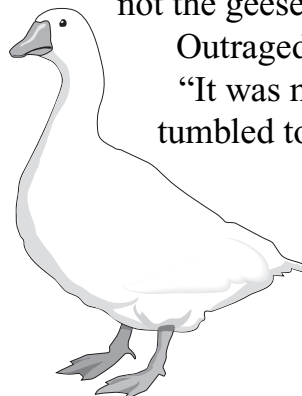
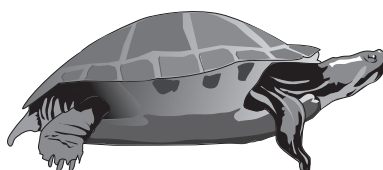
Another child chimed in, "What clever birds! They thought of a way to carry turtles!"

Another cheered, "Good thinking, geese!"

The turtle heard the children's voices. Their words infuriated him. He fumed, "They should be complimenting *me* for this fine plan, not the geese."

Outraged, the turtle exploded with sound.

"It was my idea!" he sputtered, as he tumbled to the ground.



**Mark your answers to questions 51 through 55 in the section marked “Reading—Session 3” in your Student Response Booklet.**

ID:176398 The Talkative T B

51. The words in the box at the beginning of the story say that this is “a wisdom tale from ancient India.” “A wisdom tale” MOST LIKELY means that this story
- A. is the longest tale from India.
  - B. was written to teach a lesson.
  - C. is the oldest of all the tales from India.
  - D. tells about things that really happened.

ID:176374 The Talkative T B

52. In paragraph 2, “ceaseless chatter” is another way of saying that the turtle
- A. wants to learn to fly.
  - B. talks too much.
  - C. has a hard time making friends.
  - D. speaks softly.

ID:176396 The Talkative T A

53. When the turtle explains his plan, the geese worry that
- A. the turtle may get hurt.
  - B. the turtle will be too heavy to lift.
  - C. they may not be able to fly over the trees.
  - D. they will be embarrassed if somebody sees them.

ID:176375 The Talkative T C

54. Paragraph 13 begins with the sentence, “Soaring high above the trees, they were a vision to behold.” This means that the geese and the turtle were
- A. difficult to see.
  - B. ignored by most people.
  - C. an unusual sight.
  - D. struggling to stay in the air.

ID:176377 The Talkative T D

55. What is the BEST thing the turtle could have done to keep from falling to the ground?
- A. Speak more nicely to the geese.
  - B. Ask the geese to fly lower to the ground.
  - C. Use a longer and stronger stick.
  - D. Pay no attention to the children’s words.



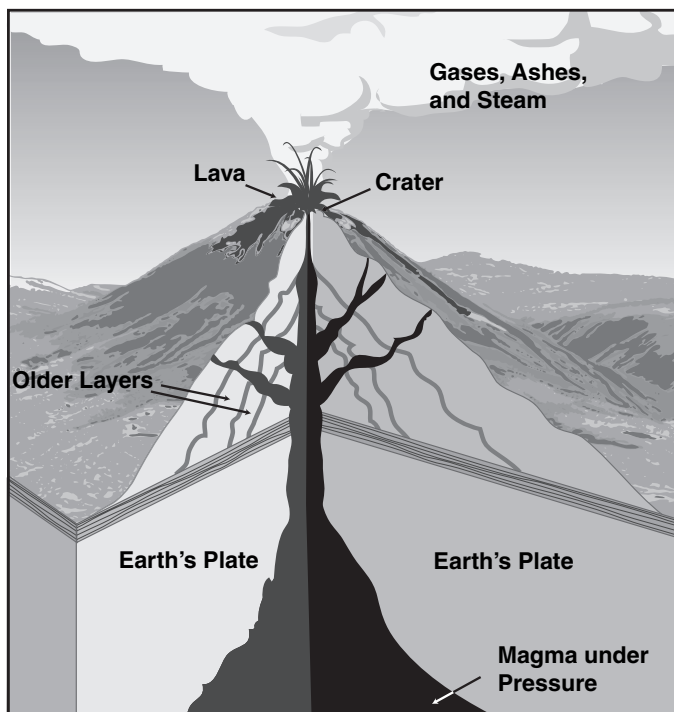
*A volcano is a natural wonder that can be both harmful and helpful to living things. Read the article about volcanoes, and then answer the questions that follow.*

## Volcano!

by Mark Lyons

*It begins when invisible gases escape from an opening at the mountain's top. Then, a huge explosion fills the air. A cloud of steam, ash, and burning rock bursts out of the crater created by the blast. The sky becomes dark. Dust and ash block the Sun. Hot melted rock gushes over the sides of the crater and travels down the mountain. A volcano has erupted.*

### The Inside of a Volcano



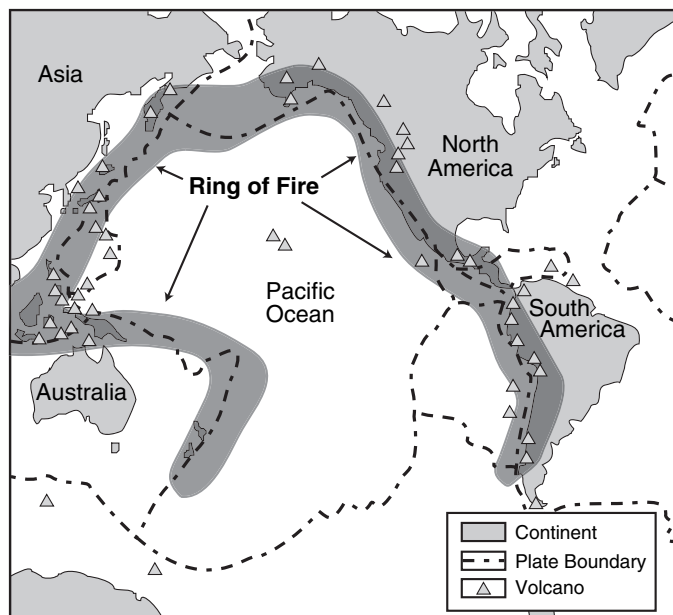
### A Volcano Is Born

**2** Active volcanoes, like the one described above, are often large mountains. When a volcano is born, however, it starts out as a crack in the surface of Earth. Hot, melted rock from deep inside Earth rises and pushes through this crack. This melted rock, called magma, forces its way out. The magma is now

called lava. The lava cools and becomes hard. Over many years, the dried lava builds up into layers. After a while, these layers form a tall mountain. These volcanic mountains can form on dry land or under the sea on the ocean floor. Volcanic mountains born under the ocean can become islands. People think the island of Hawaii was formed this way.

Most volcanoes form along the largest cracks in Earth's surface. Earth's outermost layer (the crust) is made up of sections called plates. Plates float slowly on the liquid magma. The world's continents are on these plates. As the plates move, melted rock can push its way through the places where they meet. A string of volcanoes has formed along the edges of a large plate. This area is known as the Ring of Fire. California and Alaska are located along the Ring of Fire.

### The Ring of Fire





## **New Land Is Formed**

Dried lava can add new land around a volcano. This can happen suddenly or over many years. Volcanoes can erupt violently, covering the surrounding area with rocks and ash. Other volcanoes are gentle, letting lava trickle slowly out of the opening and down the mountainside. Kilauea and Mauna Loa, two volcanoes on the island of Hawaii, usually give plenty of warning before they spew hot lava. Their lava sometimes adds new land to the island.

## **Detecting Volcanoes**

5 Long ago, people had no warning that a volcano was about to erupt. Because of this, many people died. Much has changed thanks to scientists who study volcanoes. Today, scientists almost always know when a volcano may erupt. They use instruments that measure escaping gas and earthquake-like tremors in the earth. Scientists use computers to check for bulges in the sides or near the top of a volcano. Scientists around the world are always at work predicting when the next volcano might erupt.

## **Harmful or Helpful?**

Volcanoes can be harmful. Hot gases and lava hurt living things. They can destroy crops

and wipe out homes and towns. Temperatures can drop when clouds of ash block out the sun for days at a time. Daytime can seem like night. When this happens, more crops die. Sometimes, people have to leave their homes because of the ash in the air. This ash makes it hard for people and animals to breathe.

Volcanoes can also be helpful. Farmers use soil that comes from volcanoes. Dried lava holds useful minerals that help plants grow. Lava is also used to make soap. Volcanic rocks are used as building materials, since they are easy to find and easy to work with. Gold, silver, and diamonds have also been found in and around old volcanoes. Hot water and steam from volcanoes can be used to make electricity and to grow food in greenhouses. Many people will visit an area to watch a volcano spill lava or let out steam. A volcano can be a beautiful sight when seen from a distance.

Active volcanoes allow steam, gas, and lava to escape, but dormant volcanoes do not show these signs of erupting. Around these volcanoes, new plants have sprouted, and animals once again roam the hillside among the ash and dried lava. Life has returned.



**Mark your answers to questions 56 through 66 in the section marked “Reading—Session 3” in your Student Response Booklet.**

ID:181086 Volcano! A

56. The drawing titled “The Inside of a Volcano” MOST CLEARLY shows
- A. how magma travels through the center of a volcano.
  - B. how Earth’s plates push against one another.
  - C. how many years it takes for layers of lava to build.
  - D. how a crater is formed at the top of a mountain.

ID:181083 Volcano! C

*Use the dictionary entry below to answer question 57.*

**active:** **1.** having a lot of energy—*It is healthy to have an active lifestyle.* **2.** able to move about, busy—*Some animals become less active in cold weather.* **3.** able to start up again—*The waterfall is active now after three days of heavy rain.* **4.** serving in, part of—*She is an active member of the math club.*

57. Which meaning of active is MOST like the meaning used in paragraph 2?
- A. meaning 1
  - B. meaning 2
  - C. meaning 3
  - D. meaning 4

ID:181087 Volcano! D

58. The map titled “The Ring of Fire” shows that
- A. Earth’s plates are slowly moving.
  - B. the oldest volcanoes are located on the Ring of Fire.
  - C. a plate boundary runs through every continent.
  - D. the Ring of Fire touches four continents.

ID:181089 Volcano! B

59. According to the map, the Ring of Fire runs across the TOP of the continent of
- A. Asia.
  - B. Australia.
  - C. North America.
  - D. South America.

ID:189475 Volcano! B

60. In paragraph 5, the word tremors means the same as
- A. gases.
  - B. movements.
  - C. bulges.
  - D. mountains.

ID:176314 Volcano! D

61. According to the article, scientists who study volcanoes are able to
- A. keep volcanoes from erupting.
  - B. know exactly where a new volcano will form.
  - C. control the size of the bulges that form before eruptions.
  - D. tell when a volcano may erupt.



ID:176315 Volcano! C

62. According to the article, volcanic eruptions help people by
- A. spreading ash through the air.
  - B. putting gases into the air.
  - C. providing food for crops.
  - D. blocking the Sun's rays.

ID:181093 Volcano! D

63. Based on the information in the last paragraph, dormant means
- A. popular.
  - B. large and wide.
  - C. erupting.
  - D. quiet and harmless.

ID:176370 Volcano! C

64. Which section tells about the work that scientists do?
- A. "A Volcano Is Born"
  - B. "New Land Is Formed"
  - C. "Detecting Volcanoes"
  - D. "Harmful or Helpful?"

ID:176317 Volcano! B

65. Which sentence from the article includes an OPINION?
- A. "After a while, these layers form a tall mountain."
  - B. "People think the island of Hawaii was formed this way."
  - C. "California and Alaska are located along the Ring of Fire."
  - D. "Their lava sometimes adds new land to the island."

ID:176318 Volcano! A

66. Which source will MOST LIKELY tell where the last volcano erupted?
- A. a Web site on volcanoes
  - B. a magazine article about Hawaii
  - C. an encyclopedia page about volcanoes
  - D. an atlas showing the Ring of Fire



**Write your answer to question 67 in the space provided for it in your Student Response Booklet.**

ID:176372 Volcano!

67. Explain how a volcano can be helpful AND harmful. Use information from the article to support your answer.

# Mathematics

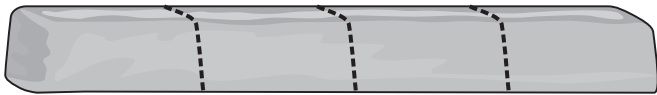
## Session 1 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 1 through 24 in the section marked "Mathematics—Session 1 (Calculator)" in your Student Response Booklet.

ID:176197 MH112-candy\_bar A

1. Tom divided this candy bar into four equal pieces.



Yesterday, Tom ate  $\frac{1}{2}$  of the candy bar. This morning, he ate  $\frac{1}{4}$  of it. How much of the candy bar did Tom eat in all?

- A.  $\frac{3}{4}$
- B.  $\frac{2}{3}$
- C.  $\frac{2}{6}$
- D.  $\frac{2}{8}$

ID:176190 MH107-calendar. C

Use the calendar below to answer question 2.

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2. Justin cleans his bird's cage every third day. He cleaned the cage on August 3. On which Saturday in August will Justin clean the cage?
- A. August 4
  - B. August 11
  - C. August 18
  - D. August 25



ID:191242 B

3. Karen's homework problem is shown below.

$$17 \times \square = 493$$

What number belongs in the  $\square$  ?

- A. 17
- B. 29
- C. 493
- D. 8381

ID:176208 A

4. Elissa walked 5,000 meters. How many kilometers did Elissa walk?

- A. 5 kilometers
- B. 50 kilometers
- C. 500 kilometers
- D. 50,000 kilometers

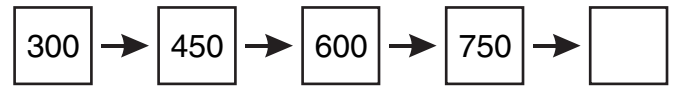
ID:176185 B

5. There were 126,360 people living in Cliff City five years ago. Now there are ten thousand more people living there. How many people live in Cliff City now?

- A. 226,360
- B. 136,360
- C. 127,360
- D. 126,460

ID:176248 SEM952-number\_p C

6. Roxanne must fill in the empty box in the number pattern below.



What number belongs in the box?

- A. 800
- B. 850
- C. 900
- D. 950

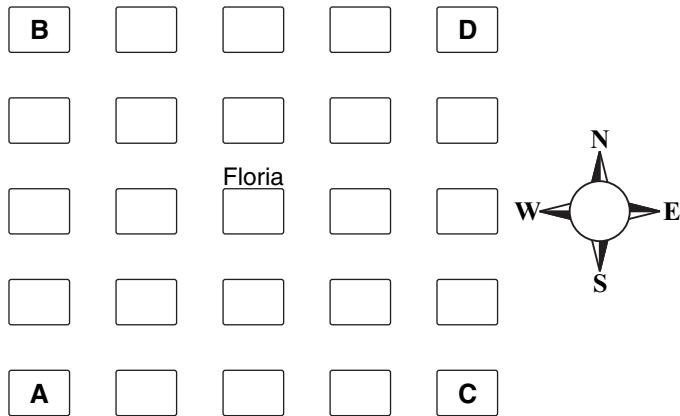
ID:176254 C

7. Lindy has 6 packages of stickers. Each package has 24 stickers. Which number sentence can be used to find the total number of stickers?

- A.  $6 + \square = 24$
- B.  $24 - \square = 6$
- C.  $6 \times 24 = \square$
- D.  $24 \div 6 = \square$



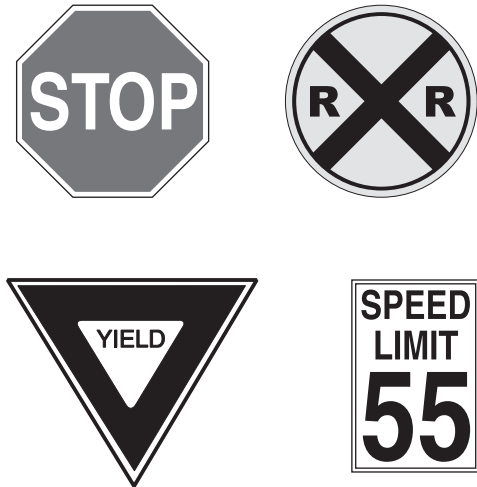
8. This picture shows the desks in Mr. Chang's room.



After Marius walked west and then south, he was next to Floria's desk. Where did Marius START walking?

- A. at desk A
- B. at desk B
- C. at desk C
- D. at desk D

9. Some traffic signs are shown below.



How many of the signs are polygons?

- A. 1
- B. 2
- C. 3
- D. 4

10. Andre counted the number of pecans in ten 6-ounce packages and made this list of his results.

16, 18, 21, 19, 18, 15, 18, 16, 17, 20

Which number is in the list most often?

- A. 16
- B. 18
- C. 20
- D. 21



ID:176184 D

11. Maya figured out that by noon today she will have lived 80,506 hours. How is 80,506 read?

- A. eighty fifty-six
- B. eighty five hundred six
- C. eight thousand five hundred six
- D. eighty thousand five hundred six

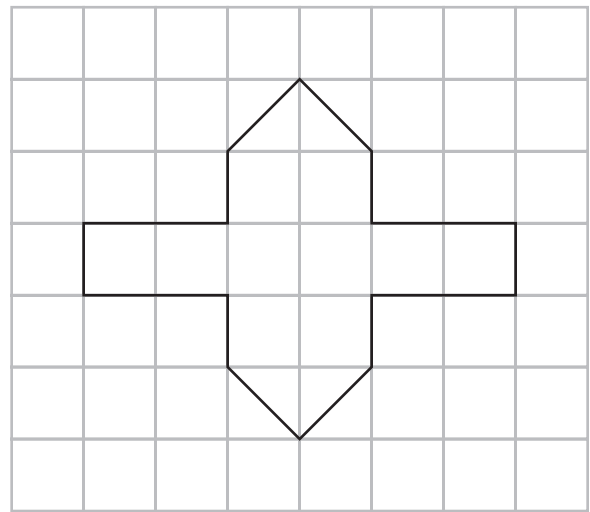
ID:176207 A


12. Joel is measuring something in inches. Which of the following is he most likely measuring?

- A. his height
- B. his weight
- C. the distance to school
- D. the length of the soccer field

ID:176215 SBS999-area\_fig C

13. Terry made this design.




 = 1 square inch

What is the area of Terry's design?

- A. 10 square inches
- B. 11 square inches
- C. 12 square inches
- D. 14 square inches

ID:176257 B

14. Each  stands for the same number in the problem below.

$$\square + \square + \square + 87 = 687$$

What number belongs in each  ?

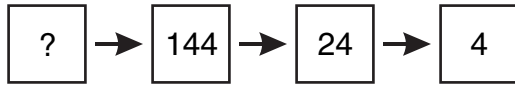
- A. 87
- B. 200
- C. 229
- D. 600





ID:176251 SEM955-6\_patter A

15. Jamal used the “divide by 6” rule to make the pattern below.



What is the first number in his pattern?

- A. 864
- B. 484
- C. 444
- D. 288

ID:176229 D

16. Cassi read that an adult human heart beats about 70 times each minute. She began to make this chart to show the number of times an adult heart beats in an hour.

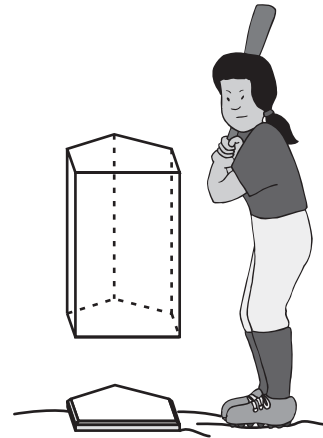
Number of Minutes	1	2	3	4	5
Number of Heartbeats	70	140	210	280	350

Which is the best estimate of the number of heartbeats in one hour?

- A. 420
- B. 490
- C. 2100
- D. 4200

ID:176562 SEM971-pentagon B

17. The region below shows what is called the strike zone in baseball.



What is the shape of the region?

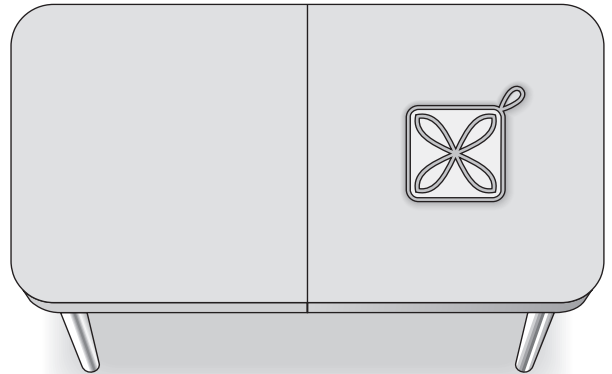
- A. pyramid
- B. prism
- C. cylinder
- D. cone

ID:176186 C

18. There were 67,562 people at the ball game last Saturday. What is 67,562 rounded to the nearest thousand?
- A. 60,000
  - B. 67,000
  - C. 68,000
  - D. 70,000



21. The picture below shows a pot holder on a table.



Which picture shows how the pot holder will look after it is flipped to the other side of the table?

- A. 
  
B. 
  
C. 
  
D.

ID:176195 A

20. Karl wants to use his calculator to find the answer to this problem.

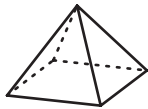
$$35,379 + \square = 72,742$$

Which number sentence can he use to find the answer?

- A.  $72,742 - 35,379 = \square$   
 B.  $72,742 + 35,379 = \square$   
 C.  $72,742 \div 35,379 = \square$   
 D.  $72,742 \times 35,379 = \square$

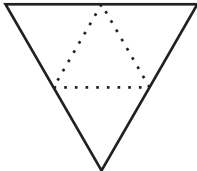


22. Brandon folded a pattern to make this shape.

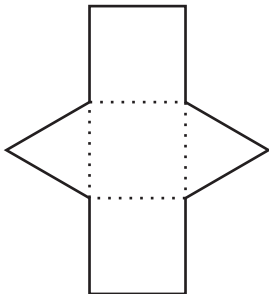


Which pattern did Brandon fold?

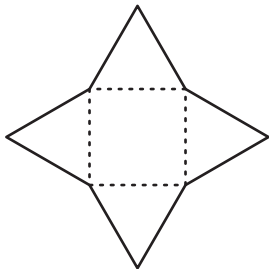
A.



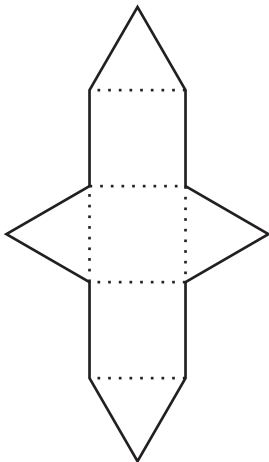
B.



C.



D.



23. Mr. Turner always buys bags of 32 cough drops. Which chart shows the total number of cough drops Mr. Turner gets when he buys different numbers of bags?

A.

Number of Bags	1	2	3
Total Number of Cough Drops	32	32	32

B.

Number of Bags	1	2	3
Total Number of Cough Drops	32	50	96

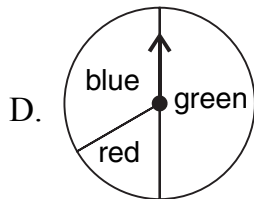
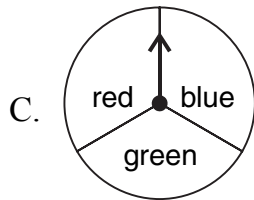
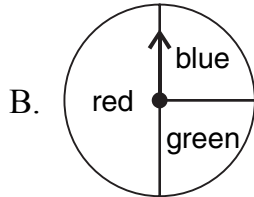
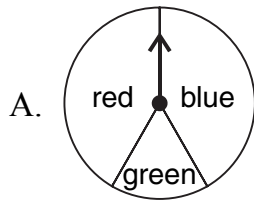
C.

Number of Bags	1	2	3
Total Number of Cough Drops	96	96	96

D.

Number of Bags	1	2	3
Total Number of Cough Drops	32	64	96

24. Which spinner is LEAST LIKELY to land on green?



**Write your answer to question 25 in the space provided for it in your Student Response Booklet. Show all of your work.**

ID:176665 SEM990-tally\_&\_

25. Marcus asked his friends what their favorite type of book is. This table shows what his friends said.

<b>Friend</b>	<b>Favorite Type of Book</b>
Greg	Biography
Erica	Fairy tales
Quentin	Fairy tales
Baxter	Sports stories
Alicia	Mystery
Marlo	Mystery
Marian	Fairy tales
Renata	Sports stories
Sasha	Sports stories
Abe	Biography
Daryl	Fairy tales
Hannah	Sports stories
Ricky	Mystery
Kelsey	Sports stories

- Make a tally chart to show the number of friends who chose each type of book.
- Make a pictograph showing the number of friends who chose each type of book. Use  $X = 2$  friends. Be sure to
  - include the key,
  - include labels, and
  - title your pictograph.

**NO TEST MATERIAL  
ON THIS PAGE**

# Mathematics

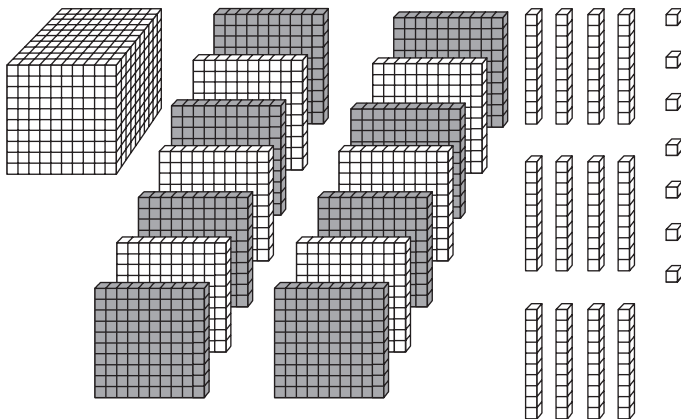
## Session 2A (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 26 through 33 in the section marked "Mathematics—Session 2A (Calculator)" in your Student Response Booklet.

ID:166208 SEM625-base\_ten B

26. Using his base-ten blocks, Kurt made the number shown below.

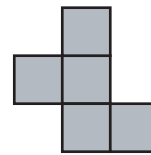


What number did Kurt make?

- A. 114,127
- B. 2,527
- C. 2,427
- D. 1,527

ID:166288 SEM685-pentomin C

27. Look at the shaded figure below.



Which figure is the same as the shaded figure?

- A.
- B.
- C.
- D.



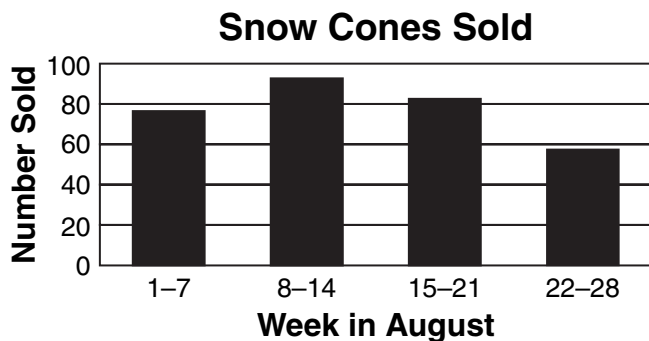
ID:165023 A

28. Tara's room is 3 feet longer than Jennifer's. The length of Jennifer's room is  $\square$  feet. Which expression shows the length of Tara's room?

- A.  $\square + 3$
- B.  $3 \times \square$
- C. 3
- D.  $\square - 3$

ID:166362 mv0612\_snowcone B

29. The graph below shows how many snow cones Cory sold at the Ice House each week during the month of August.



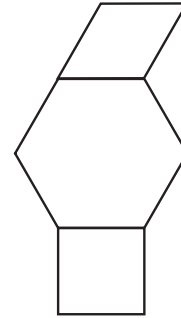
Cory knows that the hotter the weather is, the more snow cones he sells. If this is true, which week was most likely the warmest?

- A. August 1-7
- B. August 8-14
- C. August 15-21
- D. August 22-28

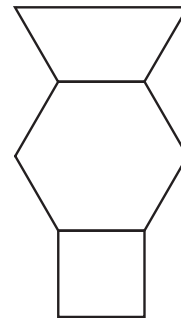
ID:166258 SEM674-multisha A

30. Nell is tracing pattern blocks. She drew a hexagon above a square. Then she drew a rhombus above the hexagon. Which picture shows Nell's tracing?

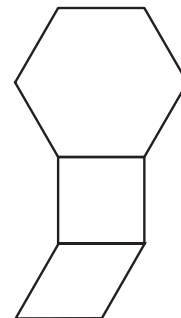
A.



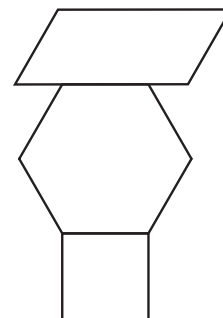
B.



C.



D.





# Mathematics

## Session 2B (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 35 through 41 in the section marked "Mathematics—Session 2B (No Calculator)" in your Student Response Booklet.

ID:170346 A

35. Look at the number sentence.

$$36 \div 4 = \square$$

Which number sentence is in the same fact family?

- A.  $4 \times \square = 36$
- B.  $6 \times \square = 36$
- C.  $36 + 4 = \square$
- D.  $36 - 4 = \square$

ID:165013 D

36. In January, Ryan began saving money in his bank. The chart shows how much money was in his bank at the end of each month.

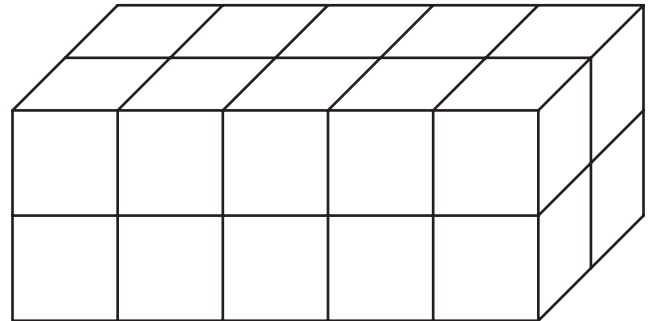
Month	Jan.	Feb.	March	April
Total Saved	\$18	\$25	\$32	\$39

Which statement is correct?

- A. Ryan started with no money and saved \$7 each month.
- B. Ryan started with no money and saved \$18 each month.
- C. Ryan started with \$7 and saved \$7 more each month.
- D. Ryan started with \$18 and saved \$7 more each month.

ID:166387 mv0501-blocks\_2 C

Use the figure shown below to answer question 37.



37. What is the volume of this figure?

- A. 10 cubic units
- B. 14 cubic units
- C. 20 cubic units
- D. 24 cubic units

ID:166239 C

38. James was asked to estimate the product below.

$$\begin{array}{r} 67 \\ \times 91 \\ \hline \end{array}$$

Which is the BEST estimate?

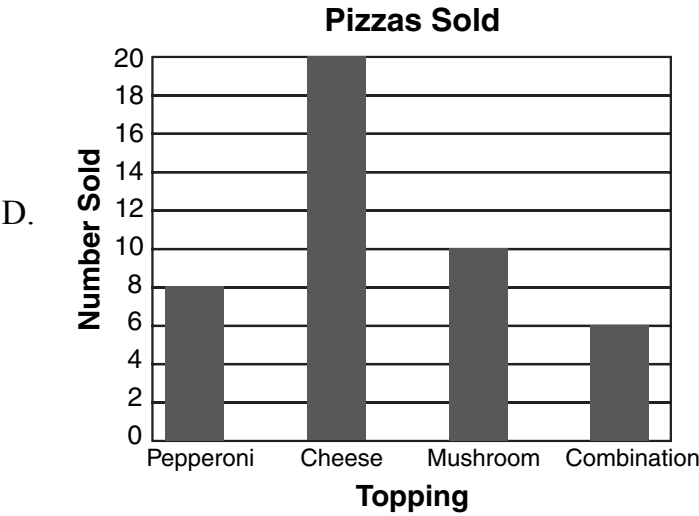
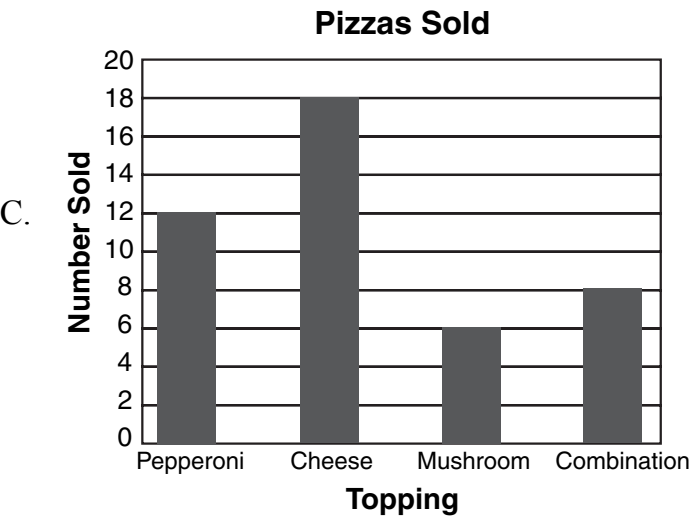
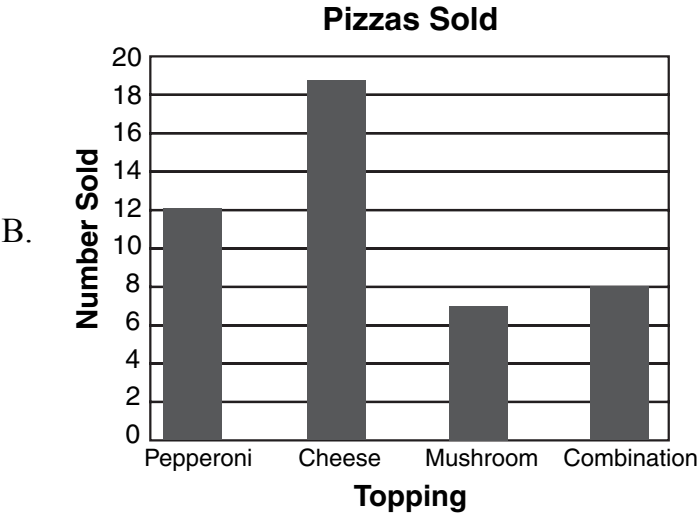
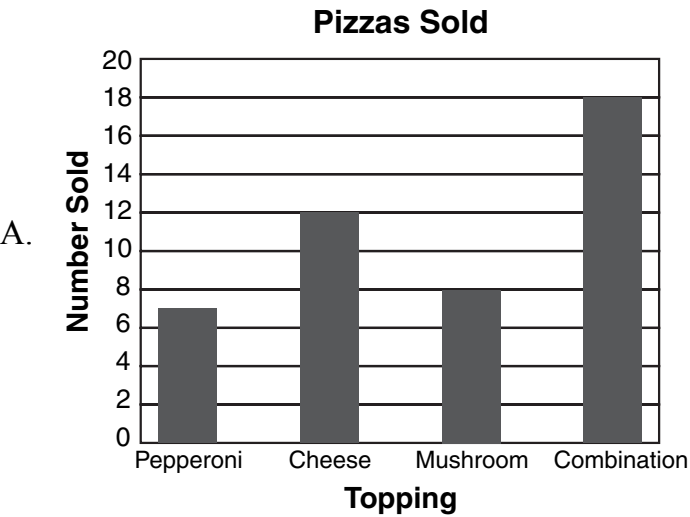
- A.  $60 \times 90$
- B.  $60 \times 100$
- C.  $70 \times 90$
- D.  $70 \times 100$



39. The chart below shows how many pizzas Lannie’s Pizza Parlor sold yesterday.

Pizzas Sold	
Topping	Number Sold
Pepperoni	12
Cheese	19
Mushroom	7
Combination	8

Which graph correctly displays the information in the chart?



# Mathematics

## Session 3 (No Calculator)

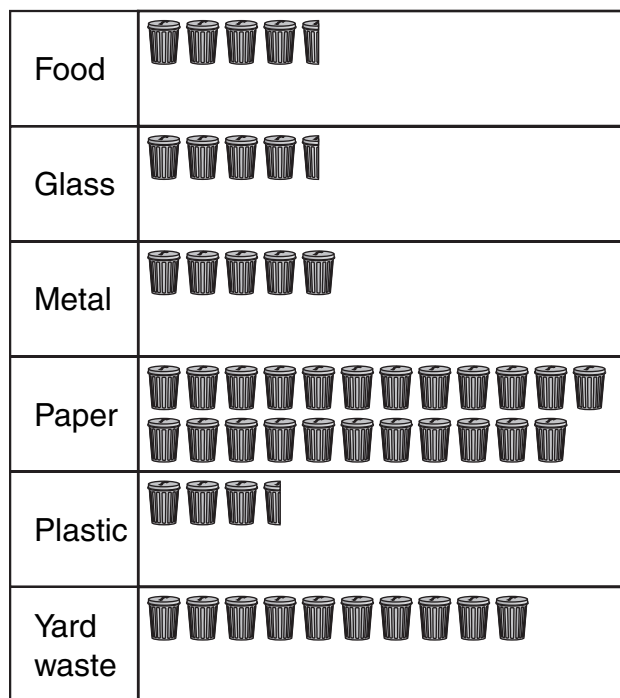
This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 44 through 64 in the section marked "Mathematics—Session 3 (No Calculator)" in your Student Response Booklet.

ID:176226 SBS105-pictogra C

44. Paul weighed the different kinds of trash that a family of four threw away in one week. His results are shown in this pictograph.

**A Family's Weekly Trash**



 = 2 pounds

Paul wants to start a small recycling program. Based on his pictograph, which two kinds of trash should he choose so that the greatest amount of trash is recycled?

- A. glass and food
- B. yard waste and metal
- C. paper and yard waste
- D. plastic and food

ID:191244 A

45. The numbers below follow a pattern.

1 3 2 6 5 15 14

What is the rule for the pattern?

- A. Multiply by 3, subtract 1.
- B. Add 2, add 1.
- C. Multiply by 2, subtract 1.
- D. Add 2, subtract 1.

ID:176202 B

46. This chart shows how many pounds of newspaper the students in each grade at Martin Luther King School have collected for recycling.

**Newspaper Collected**

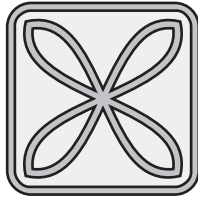
Grade	Pounds
Grade 1	36
Grade 2	63
Grade 3	72
Grade 4	81

Which is the BEST estimate of the number of pounds of newspaper the students collected in all?

- A. 240
- B. 250
- C. 260
- D. 270



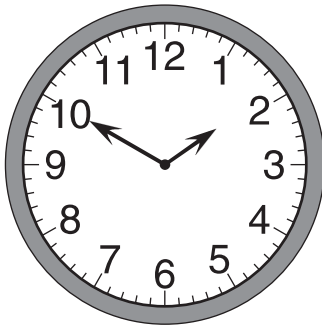
47. Carmen made the pot holder shown below.



How many lines of symmetry does it have?

- A. 4
- B. 3
- C. 2
- D. 1

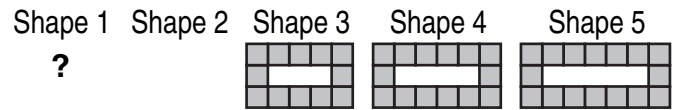
48. This clock shows the time that a movie started.



It lasted 1 hour and 45 minutes. At what time did the movie end?

- A. 3:25
- B. 3:35
- C. 4:05
- D. 4:15

49. Han made a shape pattern with square tiles. Part of his pattern is shown below.



What was the first shape in Han's pattern?

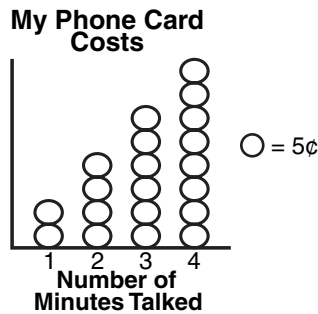
- A.
- B.
- C.
- D.

50. Justine can put 7 stamps on a page. Which number sentence can be used to find how many pages are needed for 56 stamps?

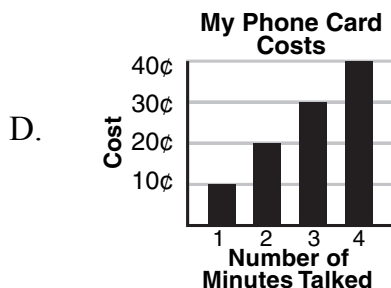
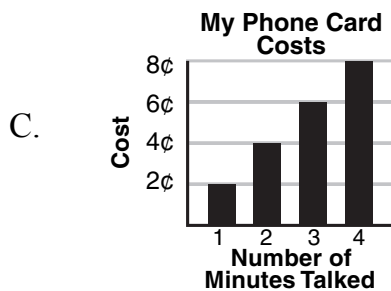
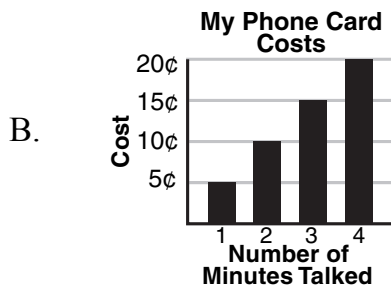
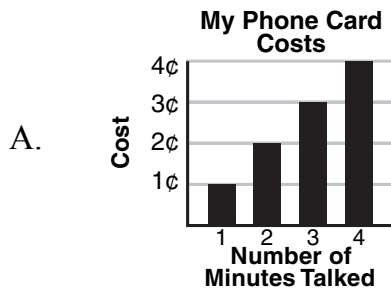
- A.  $56 \div 7 = \square$
- B.  $56 \times 7 = \square$
- C.  $\square \div 56 = 7$
- D.  $\square - 56 = 7$



51. Lucy made the pictograph below.



Which bar graph shows the same information?



Use your centimeter ruler and the crayon shown below to answer question 52.



52. What is the length of this crayon to the nearest centimeter?

- A. 7 centimeters
- B. 8 centimeters
- C. 9 centimeters
- D. 10 centimeters

53. Jania is making 12 bracelets. She needs 8 red beads and 16 blue beads for each bracelet. How many beads does Jania need in all?

- A. 36
- B. 72
- C. 192
- D. 288

54. Mr. Washington has 500 sheets of paper. He wants to give the SAME number of sheets to each of 8 groups of students. What is the greatest number of sheets Mr. Washington can give to each of the groups?

- A. 6
- B. 7
- C. 62
- D. 63



55. Raoul started an exercise program. He did 20 sit-ups on the first day. He increased the number of sit-ups by the same amount each day. Which chart could show how many sit-ups Raoul did over the first five days?

A.

Day	1	2	3	4	5
Number of Sit-ups	4	24	44	64	84

B.

Day	1	2	3	4	5
Number of Sit-ups	4	8	12	16	20

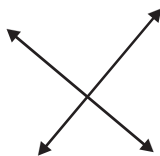
C.

Day	1	2	3	4	5
Number of Sit-ups	20	24	30	38	40

D.

Day	1	2	3	4	5
Number of Sit-ups	20	24	28	32	36

56. Jared drew the two lines below.



Which of these words—parallel, perpendicular, intersecting—describe the lines?

- A. perpendicular and intersecting only
- B. parallel and intersecting only
- C. parallel and perpendicular only
- D. parallel, perpendicular, and intersecting

57. Ms. Hua asked her students to solve this story problem.

Maria had \$3.50. Then she earned \$5.65. The next day, her grandfather gave her \$2.50. How much money did she have in all?

Kyle got his answer by solving this problem.

$$\$3.50 + \$5.65 + \$2.50 = \square$$

Tanya got her answer by solving this problem.

$$\$3.50 + \$2.50 + \$5.65 = \square$$

Who was correct?

- A. Kyle only
- B. Tanya only
- C. They were both correct.
- D. They were both wrong.

58. The librarian wants the students' help in choosing the kind of new books to order. Which question should she ask?

- A. When is your favorite time to read books?
- B. Do you like to read books?
- C. How many books do you read each week?
- D. What is your favorite type of book to read?



60. Troy's bag of marbles has

- 17 blue marbles,
- 6 red marbles,
- 14 striped marbles,
- 10 yellow marbles, and
- 21 green marbles.

Troy reaches into the bag and pulls out one marble without looking. What is the chance he will pick a red marble?

- A. impossible
- B. unlikely
- C. very likely
- D. certain



61. Hope and Gena measured the width of the chalkboard using their hands. This chart shows their measurements.

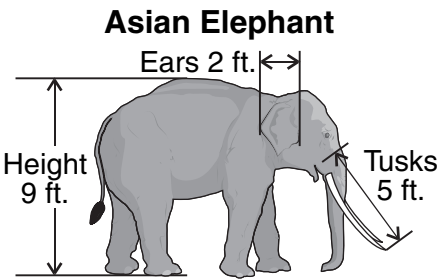
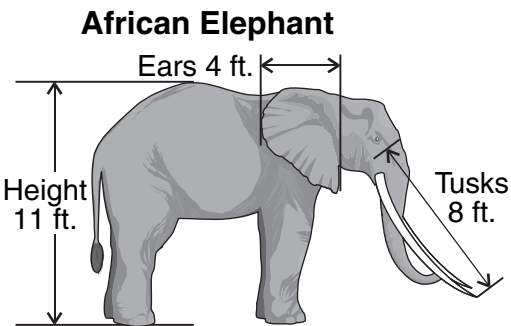
Width of Chalkboard

Student	Number of Hands
Hope	6
Gena	5

Which statement is true about the size of Hope’s and Gena’s hands?

- A. Hope’s hands are bigger than Gena’s hands.
- B. Gena’s hands are bigger than Hope’s hands.
- C. Hope’s and Gena’s hands are the same size.
- D. There is not enough information to tell whose hands are bigger.

62. Deena found these pictures of elephants in her science book.

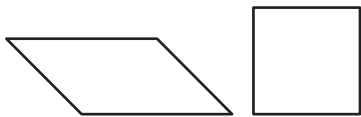


Which chart correctly shows the same kinds of information about the two elephants?

- A.
- | Measurement     | African | Asian  |
|-----------------|---------|--------|
| Height          | 11 feet | 9 feet |
| Length of Ears  | 4 feet  | 2 feet |
| Length of Tusks | 8 feet  | 5 feet |
- B.
- | Measurement     | African | Asian   |
|-----------------|---------|---------|
| Height          | 9 feet  | 11 feet |
| Length of Ears  | 2 feet  | 4 feet  |
| Length of Tusks | 5 feet  | 8 feet  |
- C.
- | African | Asian  |
|---------|--------|
| 11 feet | 9 feet |
| 4 feet  | 2 feet |
| 8 feet  | 5 feet |
- D.
- | Height          | 11 feet | 9 feet |
|-----------------|---------|--------|
| Length of Ears  | 4 feet  | 2 feet |
| Length of Tusks | 8 feet  | 5 feet |



63. Morris has the tangram pieces shown below.

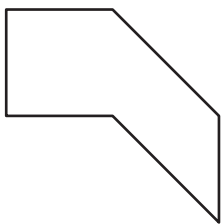


Which shape can Morris make using only these two tangram pieces?

A.



B.



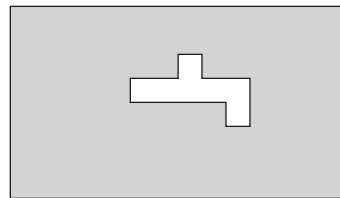
C.



D.



64. Hillary cut a shape out of the piece of paper shown below.

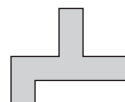


Which picture shows the shape that Hillary cut?

A.



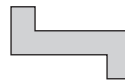
B.



C.



D.



**Questions 65 through 67 are short-answer questions. For each short-answer question, copy the problem into the Work Space in your Student Response Booklet and find the answer. Show all of your work. Write your answer in the boxes in the top row of the Answer Grid provided in your Student Response Booklet. For each number you write, fill in the matching bubble below it.**

ID:176204

65. Multiply:

$$34 \times 7 =$$

ID:176203

66. Subtract:

$$\begin{array}{r} 5042 \\ - 2163 \\ \hline \end{array}$$

ID:176206

67. Divide:

$$4302 \div 6 =$$

**Write your answer to question 68 in the space provided for it in your Student Response Booklet. Show all of your work.**

ID:176663

68. Toby and Jasmine are making cookies for a bake sale. They are going to put 12 cookies on each pan and bake 8 full pans of cookies.

- How many cookies will Toby and Jasmine bake? Show or explain how you know.
- Toby and Jasmine plan on putting 3 cookies in each bag to sell. How many bags will they need for all of their cookies? Show or explain how you know.
- They are going to sell the bags of cookies for 25¢ each. How much money will Toby and Jasmine make if they sell all of the bags of cookies? Show or explain how you know.

BE SURE TO LABEL YOUR RESPONSES (a), (b), AND (c).

